



North Carolina Essential Standards Kindergarten Dance

Note on Numbering/Strands:

CP-Creation and Performance, DM- Dance Movement Skills, R-Responding, C-Connecting

Creation and Performance (CP)

| | Essential Standard | Clarifying Objectives | |
|---------------|--|-----------------------|--|
| K.CP.1 | Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images. | K.CP.1.1 | Identify components of the elements of dance movement (body, time, space, energy). |
| | | K.CP.1.2 | Execute spontaneous movement during improvisational explorations. |
| | | K.CP.1.3 | Understand that dance has a beginning, middle, and end. |
| | | K.CP.1.4 | Create dance movement to represent words, ideas, experiences, and feelings. |
| K.CP.2 | Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance. | K.CP.2.1 | Understand how to control body and voice in personal and general space. |
| | | K.CP.2.2 | Recognize that concentration is an important part of dance. |
| | | K.CP.2.3 | Identify improvements made in dance based on teacher feedback. |

Dance Movement Skills

| | Essential Standard | Clarifying Objectives | |
|---------------|--|-----------------------|--|
| K.DM.1 | Understand how to use movement skills in dance. | K.DM.1.1 | Illustrate the difference between whole body movement and isolation of body parts. |
| | | K.DM.1.2 | Discriminate between moving and stillness. |
| | | K.DM.1.3 | Recognize basic locomotor and non-locomotor (axial) movements. |
| | | K.DM.1.4 | Use the element of time (tempo) in movement. |
| | | K.DM.1.5 | Use directions, levels, and pathways in general space. |

Responding

| | Essential Standard | Clarifying Objectives | |
|--------------|--|-----------------------|---|
| K.R.1 | Use a variety of thinking skills to analyze and evaluate dance. | K.R.1.1 | Identify examples of movement skills and elements observed in dance performed by peers. |
| | | K.R.1.2 | Interpret the meaning of various dance movements and dances. |

Connecting

| | Essential Standard | Clarifying Objectives | |
|--------------|---|-----------------------|---|
| K.C.1 | Understand cultural, historical, and interdisciplinary connections with dance. | K.C.1.1 | Use dance to illustrate how people express themselves differently. |
| | | K.C.1.2 | Recognize connections between dance and concepts in other curricular areas. |

**North Carolina Essential Standards
First Grade Dance**

Note on Numbering/Strands:

CP-Creation and Performance, **DM**- Dance Movement Skills, **R**-Responding, **C**-Connecting

Creation and Performance (CP)

| | Essential Standard | Clarifying Objectives | |
|---------------|--|-----------------------|---|
| 1.CP.1 | Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images. | 1.CP.1.1 | Create dance movement using elements of movement (body, time, space, energy). |
| | | 1.CP.1.2 | Compare spontaneous movement (improvisation) and planned movement (choreography). |
| | | 1.CP.1.3 | Construct dance phrases which illustrate beginning, middle, and ending. |
| | | 1.CP.1.4 | Create movement that expresses words, ideas, experiences, and feelings. |
| 1.CP.2 | Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance. | 1.CP.2.1 | Use body and voice control in personal and general space. |
| | | 1.CP.2.2 | Exemplify concentration during dance explorations. |
| | | 1.CP.2.3 | Understand how teacher feedback can be used to improve dance. |

Dance Movement Skills

| | Essential Standard | Clarifying Objectives | |
|---------------|--|-----------------------|---|
| 1.DM.1 | Understand how to use movement skills in dance. | 1.DM.1.1 | Identify body parts, their range of motion, and use of body center. |
| | | 1.DM.1.2 | Execute a variety of body shapes. |
| | | 1.DM.1.3 | Contrast basic locomotor and non-locomotor (axial) movements. |
| | | 1.DM.1.4 | Understand use of beat, meter, and duration in dance movement. |
| | | 1.DM.1.5 | Illustrate directions, levels, and pathways in general space. |

Responding

| | Essential Standard | Clarifying Objectives | |
|--------------|--|-----------------------|---|
| 1.R.1 | Use a variety of thinking skills to analyze and evaluate dance. | 1.R.1.1 | Explain movement skills and elements observed in dances performed by peers. |
| | | 1.R.1.2 | Understand how responses to dance can be used to represent feelings and opinions. |

Connecting

| | Essential Standard | Clarifying Objectives | |
|--------------|---|-----------------------|--|
| 1.C.1 | Understand cultural, historical, and interdisciplinary connections with dance. | 1.C.1.1 | Recognize how dance is used in customs and traditions of various cultures. |
| | | 1.C.1.2 | Understand connections between dance and concepts in other curricular areas. |

**North Carolina Essential Standards
Second Grade Dance**

Note on Numbering/Strands:

CP-Creation and Performance, **DM**- Dance Movement Skills, **R**-Responding, **C**-Connecting

Creation and Performance (CP)

| | Essential Standard | Clarifying Objectives | |
|---------------|--|-----------------------|--|
| 2.CP.1 | Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images. | 2.CP.1.1 | Use basic elements of movement to generate short dance phrases. |
| | | 2.CP.1.2 | Use teacher-led improvisation in the process of creating dance phrases. |
| | | 2.CP.1.3 | Create dance phrases with simple patterns. |
| | | 2.CP.1.4 | Create dance phrases that express words, ideas, experiences, and feelings. |
| 2.CP.2 | Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance. | 2.CP.2.1 | Understand how to be respectful of self and others in a dance setting. |
| | | 2.CP.2.2 | Use concentration and focus during dance explorations. |
| | | 2.CP.2.3 | Use teacher and peer feedback to improve dance. |

Dance Movement Skills

| | Essential Standard | Clarifying Objectives | |
|---------------|--|-----------------------|--|
| 2.DM.1 | Understand how to use movement skills in dance. | 2.DM.1.1 | Exemplify isolation of body parts and use of body center. |
| | | 2.DM.1.2 | Illustrate a variety of body shapes in space. |
| | | 2.DM.1.3 | Exemplify locomotor and non-locomotor (axial) movements in performing dance phrases. |
| | | 2.DM.1.4 | Recognize examples of simple rhythms and patterns in movement. |
| | | 2.DM.1.5 | Exemplify a variety of directions, levels, and pathways in general space. |

Responding

| | Essential Standard | Clarifying Objectives | |
|--------------|--|-----------------------|---|
| 2.R.1 | Use a variety of thinking skills to analyze and evaluate dance. | 2.R.1.1 | Distinguish movement skills and elements observed in significant dance works. |
| | | 2.R.1.2 | Use words or images to describe possible meanings observed in dance. |

Connecting

| | Essential Standard | Clarifying Objectives | |
|--------------|---|-----------------------|---|
| 2.C.1 | Understand cultural, historical, and interdisciplinary connections with dance. | 2.C.1.1 | Exemplify dance representing the heritage, customs, and traditions of various cultures. |
| | | 2.C.1.2 | Understand connections between dance and concepts in other curricular areas. |

**North Carolina Essential Standards
Third Grade Dance**

Note on Numbering/Strands:

CP-Creation and Performance, **DM**- Dance Movement Skills, **R**-Responding, **C**-Connecting

Creation and Performance (CP)

| | Essential Standard | Clarifying Objectives | |
|---------------|--|-----------------------|---|
| 3.CP.1 | Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images. | 3.CP.1.1 | Create simple dance sequences by combining dance phrases. |
| | | 3.CP.1.2 | Use teacher-led improvisation to expand movement possibilities for creating dance sequences. |
| | | 3.CP.1.3 | Use abstraction of everyday movement to create sequences that communicate feelings, ideas, and stories. |
| 3.CP.2 | Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance. | 3.CP.2.1 | Use safe and respectful movement practices in the dance setting. |
| | | 3.CP.2.2 | Understand how use of concentration enhances performance. |
| | | 3.CP.2.3 | Use teacher and peer feedback to refine performance quality in dance. |

Dance Movement Skills

| | Essential Standard | Clarifying Objectives | |
|---------------|--|-----------------------|--|
| 3.DM.1 | Understand how to use movement skills in dance. | 3.DM.1.1 | Recognize beginning principles of dance technique, including rotation, elevation, and landing in dance movement. |
| | | 3.DM.1.2 | Use transitions between multiple body shapes. |
| | | 3.DM.1.3 | Exemplify dance quality in performing locomotor and non-locomotor (axial) movement. |
| | | 3.DM.1.4 | Recall dance movement phrases containing rhythmic patterns in various meters. |
| | | 3.DM.1.5 | Understand a variety of spatial designs and relationships used in dance. |

Responding

| | Essential Standard | Clarifying Objectives | |
|--------------|--|-----------------------|--|
| 3.R.1 | Use a variety of thinking skills to analyze and evaluate dance. | 3.R.1.1 | Compare movement elements (body, space, time, energy) observed in dance. |
| | | 3.R.1.2 | Identify examples of movement skills and elements observed in dance from one's own and different cultures. |

Connecting

| | Essential Standard | Clarifying Objectives | |
|--------------|---|-----------------------|---|
| 3.C.1 | Understand cultural, historical, and interdisciplinary connections with dance. | 3.C.1.1 | Exemplify how dance is used by various groups for artistic expression within the local community. |
| | | 3.C.1.2 | Exemplify connections between dance and concepts in other curricular areas. |

**North Carolina Essential Standards
Fourth Grade Dance**

Note on Numbering/Strands:

CP-Creation and Performance, **DM**- Dance Movement Skills, **R**-Responding, **C**-Connecting

Creation and Performance (CP)

| | Essential Standard | Clarifying Objectives | |
|---------------|--|-----------------------|---|
| 4.CP.1 | Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images. | 4.CP.1.1 | Organize dance phrases into simple dance sequences that have a beginning, middle, and end, and that vary the use of the dance elements. |
| | | 4.CP.1.2 | Use independent and/or cooperative skills to improvise and create dance. |
| | | 4.CP.1.3 | Create short dance sequences that communicate ideas, experiences, feelings, images, or stories. |
| | | 4.CP.1.4 | Understand how different strategies for problem solving in dance lead to different outcomes. |
| 4.CP.2 | Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance. | 4.CP.2.1 | Use control of body, voice, and focus necessary for effective participation in dance. |
| | | 4.CP.2.2 | Use concentration and focus to perform short dance sequences. |
| | | 4.CP.2.3 | Identify personal goals to improve performance quality in dance. |

Dance Movement Skills

| | Essential Standard | Clarifying Objectives | |
|---------------|--|-----------------------|---|
| 4.DM.1 | Understand how to use movement skills in dance. | 4.DM.1.1 | Illustrate safe movement choices through the use of dance technique, including balance, rotation, elevation, and landing in dance movement. |
| | | 4.DM.1.2 | Illustrate a variety of ways to use shapes. |
| | | 4.DM.1.3 | Execute locomotor and non-locomotor (axial) movement with clarity and intent. |
| | | 4.DM.1.4 | Differentiate between duple and triple meter. |
| | | 4.DM.1.5 | Execute a variety of group spatial designs and relationships while dancing. |

Responding

| | Essential Standard | Clarifying Objectives | |
|--------------|--|-----------------------|--|
| 4.R.1 | Use a variety of thinking skills to analyze and evaluate dance. | 4.R.1.1 | Use dance vocabulary to describe elements of movement (body, space, time, energy) while observing dance. |
| | | 4.R.1.2 | Explain how personal perspective influences interpretations of dance. |
| | | 4.R.1.3 | Use different aesthetic criteria for evaluating dances. |

Connecting

| | Essential Standard | Clarifying Objectives | |
|--------------|---|-----------------------|---|
| 4.C.1 | Understand cultural, historical, and interdisciplinary connections with dance. | 4.C.1.1 | Understand how dance has affected, and is reflected in, the culture, traditions, and history of North Carolina. |
| | | 4.C.1.2 | Exemplify connections between dance and concepts in other curricular areas. |

**North Carolina Essential Standards
Fifth Grade Dance**

Note on Numbering/Strands:

CP-Creation and Performance, **DM**- Dance Movement Skills, **R**-Responding, **C**-Connecting

Creation and Performance (CP)

| | Essential Standard | Clarifying Objectives | |
|---------------|--|-----------------------|---|
| 5.CP.1 | Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images. | 5.CP.1.1 | Create short dances that use simple choreographic forms and structures (musical, literary, or visual), and that vary the use of dance elements. |
| | | 5.CP.1.2 | Use collaborative skills to improvise and create dance. |
| | | 5.CP.1.3 | Create short dances that communicate abstract ideas. |
| | | 5.CP.1.4 | Generate strategies for problem solving in dance. |
| 5.CP.2 | Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance. | 5.CP.2.1 | Execute control of body, voice, and focus necessary for effective participation in individual and group settings in dance. |
| | | 5.CP.2.2 | Use kinesthetic awareness, concentration, and focus to enhance the performance of dance sequences. |
| | | 5.CP.2.3 | Monitor personal goals to improve performance quality in dance. |

Dance Movement Skills

| | Essential Standard | Clarifying Objectives | |
|---------------|--|-----------------------|---|
| 5.DM.1 | Understand how to use movement skills in dance. | 5.DM.1.1 | Use muscular strength, flexibility, stamina, and coordination in the development of beginning dance technique. |
| | | 5.DM.1.2 | Exemplify how to maintain a sense of body shape while moving and in stillness. |
| | | 5.DM.1.3 | Integrate locomotor and non-locomotor (axial) movement and stillness into dance sequences through use of transitions. |
| | | 5.DM.1.4 | Illustrate phrasing in a selected piece of music using dance movement. |
| | | 5.DM.1.5 | Use a variety of spatial designs and relationships with clarity and intent while dancing. |

Responding

| | Essential Standard | Clarifying Objectives | |
|--------------|--|-----------------------|---|
| 5.R.1 | Use a variety of thinking skills to analyze and evaluate dance. | 5.R.1.1 | Analyze the relationship between dance elements when observing dance. |
| | | 5.R.1.2 | Illustrate the roles and responsibilities of the viewer in interpreting dances. |

Connecting

| | Essential Standard | Clarifying Objectives | |
|--------------|---|-----------------------|--|
| 5.C.1 | Understand cultural, historical, and interdisciplinary connections with dance. | 5.C.1.1 | Understand how dance has affected, and is reflected in, the culture, traditions, and history of the United States. |
| | | 5.C.1.2 | Exemplify connections between dance and concepts in other curricular areas. |

**North Carolina Essential Standards
Sixth Grade Dance**

Note on Numbering/Strands:

CP-Creation and Performance, **DM**- Dance Movement Skills, **R**-Responding, **C**-Connecting

Creation and Performance (CP)

| | Essential Standard | Clarifying Objectives | |
|---------------|--|-----------------------|--|
| 6.CP.1 | Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images. | 6.CP.1.1 | Understand the role of improvisation in choreography. |
| | | | Create short dances that have a beginning, middle, and end, and that vary the use of the dance elements. |
| | | 6.CP.1.3 | Use abstracted movement to create dance phrases that communicate ideas, experiences, feelings, or images. |
| | | 6.CP.1.4 | Use collaborative and cooperative skills to contribute constructively to the creation of dance. |
| 6.CP.2 | Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance. | 6.CP.2.1 | Use safe and respectful behaviors as a dance class participant. |
| | | 6.CP.2.2 | Use concentration and focus while dancing. |
| | | 6.CP.2.3 | Understand how self-assessment, teacher feedback, and peer feedback can be used to refine dance performance. |

Dance Movement Skills

| | Essential Standard | Clarifying Objectives | |
|---------------|--|-----------------------|--|
| 6.DM.1 | Understand how to use movement skills in dance. | 6.DM.1.1 | Understand the purpose of beginning dance technique in terms of developing muscular strength, alignment, flexibility, stamina, and coordination. |
| | | 6.DM.1.2 | Compare qualities within the elements of time, space, weight, and flow in dance. |
| | | 6.DM.1.3 | Execute technical skills from a variety of dance forms. |
| | | 6.DM.1.4 | Analyze the components of time in dance. |

Responding

| | Essential Standard | Clarifying Objectives | |
|-------|---|-----------------------|---|
| 6.R.1 | Use a variety of thinking skills to analyze and evaluate dance. | 6.R.1.1 | Analyze the relationship between dance elements when observing dance. |
| | | 6.R.1.2 | Interpret the meanings of dances created by peers and others. |

Connecting

| | Essential Standard | Clarifying Objectives | |
|-------|--|-----------------------|---|
| 6.C.1 | Understand cultural, historical, and interdisciplinary connections with dance. | 6.C.1.1 | Understand dance in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the emergence of the First Global Age (1450). |
| | | 6.C.1.2 | Exemplify connections between dance and concepts in other curricular areas. |
| | | 6.C.1.3 | Understand how dance promotes health and physical well-being. |
| | | 6.C.1.4 | Identify the various roles a person may play when putting together and presenting a dance production. |

**North Carolina Essential Standards
Seventh Grade Dance**

Note on Numbering/Strands:

CP-Creation and Performance, **DM**- Dance Movement Skills, **R**-Responding, **C**-Connecting

Creation and Performance (CP)

| | Essential Standard | Clarifying Objectives | |
|---------------|--|-----------------------|---|
| 7.CP.1 | Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images. | 7.CP.1.1 | Explain a variety of approaches to choreography. |
| | | 7.CP.1.2 | Create dances that use simple choreographic forms and structures (musical, literary, or visual), fulfill choreographic intent, and meet aesthetic criteria. |
| | | 7.CP.1.3 | Select movement phrases to create dance sequences that communicate ideas, experiences, feelings, images, or stories. |
| | | 7.CP.1.4 | Generate solutions to technical or structural movement problems in the creative process. |
| 7.CP.2 | Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance. | 7.CP.2.1 | Use safe and respectful behaviors as a dance class participant. |
| | | 7.CP.2.2 | Use clarity, concentration, and focus while dancing. |
| | | 7.CP.2.3 | Use self-assessment, teacher feedback, and peer feedback to refine dance performance quality. |

Dance Movement Skills

| | Essential Standard | Clarifying Objectives | |
|---------------|--|-----------------------|--|
| 7.DM.1 | Understand how to use movement skills in dance. | 7.DM.1.1 | Understand how dance technique uses anatomical concepts of alignment, strength, and range of motion. |
| | | 7.DM.1.2 | Apply the effort qualities of time, space, weight, and flow in dance. |
| | | 7.DM.1.3 | Apply technical skills from a variety of dance traditions. |
| | | 7.DM.1.4 | Use breath to facilitate movement in dancing. |

Responding

| | Essential Standard | Clarifying Objectives | |
|-------|---|-----------------------|---|
| 7.R.1 | Use a variety of thinking skills to analyze and evaluate dance. | 7.R.1.1 | Use dance vocabulary to describe how elements of movement are used to communicate ideas in dance. |
| | | 7.R.1.2 | Understand how personal experiences and perspectives influence interpretations of dance. |

Connecting

| | Essential Standard | Clarifying Objectives | |
|-------|--|-----------------------|---|
| 7.C.1 | Understand cultural, historical, and interdisciplinary connections with dance. | 7.C.1.1 | Understand dance in relationship to the geography, history, and culture of modern societies from the emergence of the First Global Age (1450) to the present. |
| | | 7.C.1.2 | Exemplify connections between dance and concepts in other curricular areas. |
| | | 7.C.1.3 | Explain how to promote health, physical safety, and reduced risk of injury through dance. |
| | | 7.C.1.4 | Identify dance and dance-related careers. |

**North Carolina Essential Standards
Eighth Grade Dance**

Note on Numbering/Strands:

CP-Creation and Performance, **DM**- Dance Movement Skills, **R**-Responding, **C**-Connecting

Creation and Performance (CP)

| | Essential Standard | Clarifying Objectives | |
|---------------|--|-----------------------|--|
| 8.CP.1 | Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images. | 8.CP.1.1 | Use a variety of approaches, such as musical, literary, or visual forms, to choreograph dances. |
| | | 8.CP.1.2 | Create dances that fulfill aesthetic criteria including: beginning, development of an idea, resolution, and end; use of variety in the elements of dance; artistic form; and communication of the intent of the choreographer. |
| | | 8.CP.1.3 | Organize dance sequences into simple dances that communicate ideas, experiences, feeling, images, or stories. |
| | | 8.CP.1.4 | Use reflection and discussion to revise choreography. |
| 8.CP.2 | Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance. | 8.CP.2.1 | Use safe and respectful behaviors as a dance class participant. |
| | | 8.CP.2.2 | Integrate the use of clarity, concentration, and focus while dancing. |
| | | 8.CP.2.3 | Integrate self-assessment, teacher feedback, and peer feedback in the process of refining dance performance. |

Dance Movement Skills

| | Essential Standard | Clarifying Objectives | |
|---------------|--|-----------------------|--|
| 8.DM.1 | Understand how to use movement skills in dance. | 8.DM.1.1 | Apply anatomical concepts to movements that are vertical, off-vertical, and on one leg with balance, agility, endurance, and ease of movement. |
| | | 8.DM.1.2 | Apply combinations of time, space, weight, and flow in dance. |
| | | 8.DM.1.3 | Execute technical skills in dance. |
| | | 8.DM.1.4 | Integrate breath support to facilitate and clarify movement. |

Responding

| | Essential Standard | Clarifying Objectives | |
|-------|---|-----------------------|---|
| 8.R.1 | Use a variety of thinking skills to analyze and evaluate dance. | 8.R.1.1 | Use accurate terminology to describe the major movement ideas, elements, and choreographic structures of dance. |
| | | 8.R.1.2 | Use multiple perspectives and criteria in evaluating dances. |

Connecting

| | Essential Standard | Clarifying Objectives | |
|-------|--|-----------------------|--|
| 8.C.1 | Understand cultural, historical, and interdisciplinary connections with dance. | 8.C.1.1 | Understand the role of dance in North Carolina and the United States in relation to history and geography. |
| | | 8.C.1.2 | Exemplify connections between dance and concepts in other curricular areas. |
| | | 8.C.1.3 | Design personal strategies to improve health and well-being through dance. |
| | | 8.C.1.4 | Explain the implications of career pathways and economic considerations when selecting careers in dance. |